

# OUR PROBLEMS AND OUR PLACE IN QUEBEC

John Kenneth Galbraith, in one of his books, included university presidents among the select group of those upon whom society has conferred the right to make pronouncements upon the general state of the world. Anyone who may recognize this particular reference, as well as those who know Professor Galbraith's general point of view, will know that he did not intend this remark as a compliment either to university presidents or to society. The Vice-Chancellor of one of the British universities, asked for his views on a certain matter, prefaced his reply with the comment that he had not observed that the views of a Vice-Chancellor had much to do with what happened. I therefore judge it wise to avoid any general assessment of the state of the university world, and confine my remarks to what I believe to be the problem of this university at this particular moment, though I think what I have to say is relevant to other universities as well.

I will say little about the main subjects of the debates of the last few years, such as the role of students and faculty in university government. Partly this is because one more speech on this subject could add nothing new. Mainly it is because this issue is largely settled. We have passed beyond discussing whether this should occur, and are concerned only with details of how many representatives of which groups at what levels. Do not misunderstand me: I am sure that many committees will spend many hours on such details, but let us recognize the tremendous changes that would have been judged impossible not so many years ago. I also trust that the widespread use of the term "university community" now carries with it the realization that the community operates on the basis of equivalent (though not identical) rules for all, and due process among different members of the community.

## Problems of the university

Generals are said to fight past wars. University people (who would probably object to being compared with generals) should avoid this failing. Universities (including this one) have changed tremendously in the past five years. It is time to look squarely at the problems of the present university, and avoid the rhetoric inherited from the recent and distant past.

There are four aspects of the present university that must be faced. All of these will go against the accepted wisdom of university life that has been expounded in recent years.

First, there is the importance of teaching, measured by what the student receives, wants and can use. The explosion of knowledge has forced more and more detail into the curriculum. Specialized courses have sprung up in great numbers. This has served the student who is certain of the speciality he wants to follow, but has left many others unsatisfied. The time has come to rethink the curriculum in many areas. I am glad to say that a start has been made here: the introduction of the temporary CEGEP-parallel program and the planning for the three-year Bachelor degree program still to come gives us unusual opportuni-

ties. I hope we shall make use of them.

A second fact with which the university must come to terms is the seniority of faculty in the academic enterprise. Students have an important role to play in the decision-making process, and the university is better off for their participation. Equal or predominant student representation is appropriate on some university bodies, but in many decisions the faculty should have a greater voice than the students. They have greater experience and knowledge, and they are more aware of the continuity that must be taken into account.

Administration must be recognized as an honorable function. The administrator has been the target of endless abuse, and his work rendered difficult by a climate of suspicion and antipathy. This attitude exists not only toward the "pure" administrative functions, but toward academic administrative positions such as department chairman. It is becoming more difficult to induce good men to take such posts; those who undermine the positions by their attitudes must shoulder a major share of the responsibility for this. I make no apology for inefficient administration, which must be corrected where it exists. I say only that the university cannot function without effective administration, and efficient people will not consent to serve indefinitely under the conditions that often exist today.



Principal J.W. O'Brien making his installation address to Fall Convocation.

My fourth point is that the university has a responsibility to society. The exact nature of that responsibility is hard to define, since the university must also preserve a certain independence from society. As universities become more and more dependent on government grants, the problem becomes more pressing. Ne-

vertheless, university people are usually quite clear on both the need to preserve their independence and the reasons why government support should increase. They are often less clear on what they owe to society at large for this support. We should reflect well on this, before society decides it has been misplacing its support.

I am suggesting that the university community must come to terms with these four problems. Failure to do so will seriously weaken the university in the period ahead.

## Age of confrontation

The period ahead will be one of difficulties, and it will be a period in which the challenge to the university will be great. We live in an age of confrontation, and of serious questioning of many fundamental things. The university is the stage on which many of these forces are working themselves out. The nature of the university will change in this process; it has changed greatly in the past five years. We accept this; we welcome it; we see great good in many changes. But we also believe firmly that the university must be preserved throughout these changes; it is not an outworn institution as some would have us believe. We are determined to ensure its continuity because a free, critical and responsible university will be as vital for the society of the future

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SGWU ISSUES & EVENTS

must seek to understand the real problems that lie behind a militant stance, and be prepared to take the kind of steps that will be effective in resolving those problems, sometimes even in the face of violence. We must also learn to support meritorious ideas and principles without espousing nihilistic demands. Otherwise, the university will fail in its responsibility to the modern age.

## SGWU's place in Quebec

I would like to turn now to the place of Sir George Williams University in Quebec. We are an anglophone university; by that I mean that our chief language of instruction and operation is English. We shall continue that way, because the student body that we serve is largely English-speaking, and it is more effective to organize the higher education of Quebec on the basis of a division between French-language and English-language universities. We also recognize the changes that are occurring in the pattern of usage of French and English, and the genuine concern of French-Canadians for the future of their language. This will mean a reexamination of various aspects of our own operations, particularly as they relate to our contacts with outside organizations and individuals. The trend is toward much greater cooperation and coordination among universities at all levels, and French is the natural means of communication for this purpose. A larger part of faculty and staff than in the past must be able to take on this function, or this university will be left aside.

Those of us who are English-speaking citizens of Quebec feel ourselves very much a part of this province. We expect to remain here, and to play a significant role in the future as we have in the past. This imposes upon us a double duty:

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**INSIDE...**

SGWU is the only university which has presented a brief to the Gendron Commission into the state of the French language in Quebec. A report is on **page 2**.



# SGWU APPEARS AT GENDRON HEARING:

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la presse

VIE FEMININE / VIE MONDAINE / BANDES DESSINEES

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l'ar... comme ue offi- les font principal...  
les pétitionnaires qui s'y asso- de l'Université Sir George  
cient, filiales canadiennes de Williams (voir ci-contre).  
M. Philippe P.

Au Québec, tous les  
citoyens devraient  
s'efforcer de  
maîtriser le français

— l'université SGW

## What the brief contains

Last week Sir George Williams University told the Gendron Commission on the French language that immigrant and English Quebecers should be made aware of the economic necessity of proficiency in French if they are to learn the second language.

"English-language Quebecers are today having to face a situation which is only too familiar to French-Canadians. In this province proficiency in French is becoming a condition of employment," the brief said. "More and more the non-French-speaking population are faced with the choice of either learning to use French effectively or leaving the province. Our thesis is that it will be a major loss to the province if they choose the second alternative."

The brief recommended that a study be made of the impact of the need for proficiency in French on the non-French population, that the results of the study be made public, and that the government take appropriate action. The brief pointed out that "it is not our intention to comment on the question of language rights as such" but emphasized that "practical bilingualism is essential to any meaningful communications" between French and English.

The Gendron Commission was also told that provision should be made for English parents to have the option of sending their children to French schools if they so wish. "Clearly," the brief said, "the present confessional nature of the educational system is a major barrier to this, a barrier which has been encountered by a number of members of the University staff who wished to send their children for some years at least to a French school."

Sir George criticized the pedagogical approach to French language instruction and said that the emphasis should be placed on practical proficiency. "We regard the primary and secondary schools as the levels where the foundation of practical linguistic competence should be laid, but it may well be," the brief continued, "that in the present circumstances such teaching should become an auxiliary activity of the university." Sir George stressed that these courses be set up and financed separately "over the necessary transitional period."

University spokesman James Whitelaw later pointed out in a television interview the problems of present day teaching methods. Materials, such as the French classics, he said, are not relevant enough to today's needs. He suggested that students be given a more practical basis for learning French.

The University recommended that provisional steps be taken to insure that high school students who graduate in

the next few years have some proficiency in French. "The government should provide intensive training in French for such students possibly in the form of special summer courses in the year that they complete their secondary education."

In connection with the University's earlier recommendation that a study be made on impact of the growing need for French, the brief suggested further studies be made on the quality of French language instruction: "A permanent, co-ordinating body should be established - for instance, a committee associated with the Department of Education, having sufficient funds to support worth-while experiments and programs and issuing regular public reports," the brief concluded.

Earlier in the brief, the University outlined its role as a Quebec educational institution: "The basic function of SGWU is to serve the people of Montreal and of Quebec. Carrying out this function, it has grown into a major university.... Primarily concerned with teaching, SGWU caters to a broad cross-section of Montreal students of different economic and ethnic backgrounds, and so is highly representative of a large section of a great cosmopolitan city. While it is essentially an English-language institution, we estimate that about 10 per cent of the present students are French-speaking."

However, the brief warned, "Quebec cannot afford second-rate educational institutions. To perform its task satisfactorily, SGWU must be fully alert to intellectual progress throughout the world. It must therefore maintain strong academic connections outside the province, participate fully in the international exchange of ideas, and attract to its faculty able educators from all over the world." The University said that the bicultural character of Montreal had attracted many members of the present faculty.

Sir George emphasized the importance of teacher exchanges with the French-language universities. "A number of professors give courses at the Université de Montréal as well as SGWU. We hope to see similar relations develop with the Université du Québec." The brief said that it would like to see more joint research projects "that cross the language barrier".

Sir George told the commissioners that the problem of learning French was only partially an educational one. The University said that compulsion was not a valid process nor was it likely to be a successful one. Learning can be effective, the brief said, if persuasion is coupled with personal interest. The University suggested that little interest in a second language and culture was at present being generated in the classroom.

## What the Commission asked

By Michael Sheldon

Sir George Williams is the only university which has presented a brief to the Gendron Commission. The brief is concerned primarily with the functions of an English-language university in a province where French-based culture and the use of the French language are predominant, as well as with the degree and nature of desirable bilingualism and some of the problems encountered by Anglophones who wish to become effectively bilingual or have their children become bilingual. When Jack Bordan, Jim Whitelaw and myself appeared before the Gendron Commission last Thursday the questions ranged widely over the entire area of our submission.

We were asked about the number of faculty who are French-speaking, and the number who might teach in the French-language universities on an exchange basis. We found we had no precise figures for those who were primarily French-speaking or could get by in French, just a figure of about ten per cent for faculty members who had agreed to appear on French programs on Radio Canada, but this was an index of other things besides language ability.

We were asked about the nature of the French courses open to faculty. Jim Whitelaw described these, and pointed out that you got much better results when those who took a course had to pay for it. Otherwise, initial demand was great, but attendance dropped rapidly. What courses can students take in French? We gave a few examples, there aren't too many: attempts in past years to offer first-year courses in French did not prove too fruitful. However, in a number of advanced courses discussions take place in both languages. We pointed out that in most departments there was no problem about students writing their exams in French; special arrangements would be made if the professor, himself, could not cope. However, Jack Bordan recalled having French-speaking engineering students who turned down the offer to write their theses in French because they had come to SGWU to learn how to express themselves in English.

One point we made strongly in the brief, and repeated to the Commission, is that it is not the function of a university to teach basic French. This should be acquired at school, especially in the elementary years. And Bordan and Whitelaw expressed considerable doubts, based on parental or teaching experience, about the quality and relevance of the present French teaching in many Montreal schools. If the University has to assume for a while a special responsibility in this area, we are prepared to set up classes - providing the government finances them in addition to the regular budget.

Another related point, which Jack Bordan brought out strongly, is the difficulty non-Catholic English-speaking parents have in getting their children into French-language schools. Too often they are forced to meet the extra expense of private education. Good will just wasn't enough.

In the brief we made the point that the real pressure today on the Anglophones to become bilingual is economic. More and more jobs require the ability to operate in both languages, and those who are unable or unwilling to learn French may well leave the province. This position aroused the particular interest of both the Commissioners and the press.

We were also asked about the treatment at the University of support staff whose first language is French. Are they forced to deal with their superiors in English? We were able to tell the Commission that there are no regulations of any kind in this regard, and a lot of daily dealings on the job are in fact carried on in French.

The Commissioners accepted our general position that the University wishes to, and is going to, increase the availability of courses in French in line with the needs of the community. Well, what would happen, we were asked, if we found one day that over half our students were French-speaking? Bordan replied that such a question about the future could only be answered in the future - in line with our general philosophy of serving the community to the best of our ability.



# Our Problems and Our Place...

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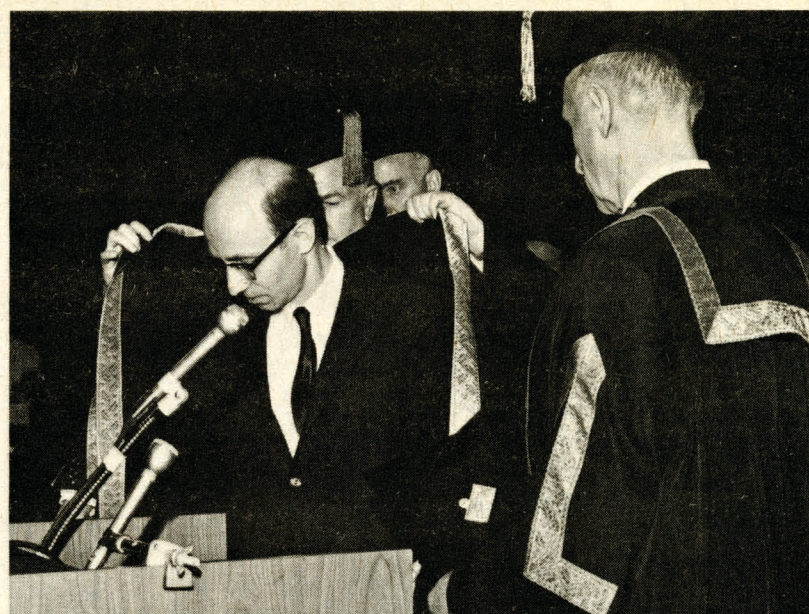
to support the continuing use of the English language as a part of the normal and natural life of Quebec, and to respect the fact that French is the majority language and that French-Canadians cannot be expected to stand idly by if they see the future usage of French threatened by demographic changes. The present concern among French-Canadians that the assimilation of immigrant groups to the use of English threatens the majority position of French must be understood as natural. That attempts will be made to change this situation is inevitable; no majority group can be expected to accept the erosion of its position without protest. What measures the government can take that are compatible with freedom and human dignity, and how effective those measures will be is another matter. Measures that dissuade immigrants from settling in Quebec can hurt the long-run interests of all groups already here. This is one of the most difficult problems facing the people of Quebec, and there may well arise the need to express doubts or opposition about specific measures that may be proposed. To my mind, there are two basic positions that the English-speaking population must uphold. One is that the right of usage of English for

education and for other purposes continue to be recognized, a principle that is compatible with greater use of French as the language of work. The other is that whatever measures shall be taken for the protection of French shall not have a retroactive effect on those already here to exercise the same freedom of choice as has been accorded them in the past.

But as long as these points are respected, we must view with understanding and sympathy the desire of our fellow citizens that the use of the French language be protected and maintained, though we may well express our doubts about the desirability of specific measures that may be proposed.

## Federation with Loyola

The changing structures of education in Quebec affect us most immediately in the question of a possible federation between Sir George Williams University and Loyola College. This question has been under serious study and discussion for about a year, and has been advanced in a more general way for longer than that. Last spring the negotiating committees for both institutions appointed one representative each to produce a



The installation of Principal J.W. O'Brien was held before Fall Convocation last week at Place des Arts.

joint statement in some detail of a way in which federation could be brought about. This statement, produced by the authorized representatives of both institutions, has been under discussion on this campus this fall. During the past three weeks it has been approved by the University Council and the Board of Governors of Sir George Williams University

as an acceptable basis for further negotiations with Loyola, and we have so informed Loyola during the present week. This is a very significant step on our part, since it represents formal acceptance of the principle of federation along the lines of the joint statement produced by the two institutions, subject to working out of the many details that remain.

## LETTERS

Sir:

I was pleased to read the lively and informative article, "The Library - Growing Services on a Tight Budget" published in the November 20 issue of *Issues and Events*. There are however, some basic facts I would like to correct or put into context:

1. Library budget. The figure of \$1,339,000 in the opening sentence of the article is the amount of the total library operating budget for 1969/70, not the book budget. The book and periodicals budget totals \$410,000. We had asked for \$600,000.
2. Growth rate. In paragraph two I am quoted as stating that a growth rate of 10% annually for established libraries is recommended. I am afraid this statement is not what we discussed. What I wanted to convey was the information that the Canadian Association of College and University Libraries recommends that the library budget of well-established universities represent at least 10% of the university's budget and considerably more for newly established libraries.
3. Space. If we can take over all the fourth floor in the Norris Building and if we can get possession of the two classrooms adjoining the Science and Engineering Library which have reinforced floors for library stacks, I estimate that the library collections can be accommodated only until the fall of 1972. After that there is no suitable space adjacent to existing library areas for stack expansion. Additional space required for users and staff could be provided until 1974 if the third floor of the Norris Building were occupied by the library.

In the spring of 1969 the University Library Committee presented to U.C.-O.D. a report entitled *Interim Library Space Requirements 1969-1973*. This report emphasized the critical shortage of suitable space for library materials and a total lack of space to employ the newer media and technology. The Committee stressed the need for a main library building as soon as possible and could see no way of meeting the library needs of faculty and students with temporary expedients.

Helen Howard  
University Librarian

## FRENCH SPOKEN HERE

● The French Department has initiated a number of activities, including notably:

- Establishment of the first fully-functioning language laboratory in a Quebec university in 1961.
- A course in French-Canadian literature, established in 1943, and expanded in 1966 to three courses.
- Publication, in collaboration with the Department of Cultural Affairs, of a special issue of the "Revue d'histoire littéraire de la France".
- Offering of a course on the French Cinema since 1968, given by M. Henri Langlois of the Paris Cinéma-thèque.
- Concentrated French language courses for members of faculty and staff.

● Since 1963 the University has offered a number of sections of introductory courses in the French language, in order to encourage non-French students to improve their fluency.

● French-language sections of certain more advanced courses in Economics are given with the support of the Conseil de la Coopération du Québec.

● The Canadian Studies program offers a framework for special study of French-Canadian themes, viewed in a broader context.

● The University houses the "Centre d'Etudes du Québec", established in

1966, with the collaboration of scholars from Laval University and the University of Ottawa amongst others. Among the publications of the Centre is a classified bibliography of the letters and documents in the Lafontaine collection. Research is currently being carried out leading to a reconstruction of the Debates of the Legislative Assembly of the United Canadas, 1841-1867. Vol. I will be published by Fides later this year.

● The "Centre de recherches en histoire économique du Canada français", sponsored jointly by the University and by the Ecole des Hautes Etudes Commerciales, with documents located in both institutions, has been in operation since 1965. Articles are published regularly in *Actualité économique* and in the series *Collection d'Histoire économique et sociale du Canada français*. Two volumes have already appeared and the third is on the press.

● The University houses in the Canadian International Centre of Research and Information on Public and Cooperative Economy, which involves the cooperation with the Ecole des Hautes Etudes Commerciales and the University of Sherbrooke. It publishes a bilingual review.

● The recently established International Institute of Quantitative Economic Development operates as a partnership with the Ecoles des Hautes Etudes Commerciales.



# THE WEEK AT SGWU

Send notices and photos of coming events to the Information Office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon Monday for the following week's events.

## MONDAY 1

"CAN YOU ALL HEAR AT THE BACK?": The graduate program (part II) on University channel 9 at 10 and 11 a.m., 1, 3 and 6 p.m. Monday through Friday.

CHANNEL 4: "Communications and Education" - a series of videotaped lectures by Prof. Charles Siepman, N.Y.U.; this week "Propaganda: Meaning and Significance" at 10, 10:30 a.m., 2 and 2:30 p.m. through Friday on classroom monitors.

GALLERY I and WEISSMAN GALLERY: Carl Schaefer retrospective through December 13.

WINTER CARNIVAL: Nominations open for Carnival queen (winner gets a trip to Acapulco); applications at SA offices through December 9.

PHILOSOPHY CLUB: Dr. Irving Block, University of Western Ontario, talks on "Sense and Sensibilia" in H-651 at 7 p.m.

## TUESDAY 2

GALLERY II: SGWU Collection of Art - new graphics through January 8.

BASKETBALL: McGill vs. Sir George at Loyola gym at 9:30 p.m.

EDUCATIONAL TECHNOLOGY: Lecture series continues with Dr. Vincent E. Guiliano, dean of the School of Information and Library Studies, State University of New York at Buffalo, on "Educational Mind Blowing - Report on 'Knowledge Transfer' Mixed Media Workshops" in H-635 at 8:15 p.m.

TV SIR GEORGE: "Folkways" - the second in a series with not-so-well-known folk-singers and some insight into their music; this week Tex Konig at 5:30 - 6 p.m. today, Wednesday 8 - 8:30 p.m., Thursday 5:30 - 6 p.m., Friday 8 - 8:30 p.m.

GEORGIAN FILM SOCIETY: Buck Rogers serial with Buster Crabbe (yes, Buster Crabbe); also a selection of shorts of the period; 1:15 to 2:15 p.m. in H-110 for 25c.

## THURSDAY 4

DEPARTMENT OF RELIGION: Prof. Chaim Rabin, chairman of the Hebrew University's Institute of Jewish Studies, will talk on "Social Factors in the History of the Hebrew Language" in H-520 at 12 noon.

CONSERVATORY OF CINEMATOGRAPHIC ART: Tribute to Alfred Hitchcock (1940-1960) begins with "Lifeboat" (1943) with Tallulah Bankhead, William Bendix and Walter Slezak in H-110 at 7 p.m.; "Strangers on a Train" (1951) with Farley Granger, Ruth Roman, Robert Walker and Leo G. Carroll at 9 p.m.; 50c for students, 75c for non-students.

GEORGIAN FILM SOCIETY: The year 2440 as seen in 1940 by the spaced-out Buck Rogers in H-110 at 1:15 to 2:15 p.m. (also Tuesday).

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY: Prof. Abraham Kaplan of the University of Hawaii will speak on "The Meaning of Loneliness" in H-1223 at 4 p.m.

CROSSROADS AFRICA: General information meeting about service overseas next summer in H-617 at 2 p.m.

## FRIDAY 5

ARTS FACULTY COUNCIL: Meeting in H-769 at 2:30 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: Hitchcock's "Stagefright" (1950) with Marlene Dietrich, Jane Wyman, Michael Wilding and Richard Todd in H-110 at 7 p.m.; "North by Northwest" (1959) with Cary Grant, Eva Marie Saint, James Mason and Martin Landau at 9 p.m.

HOCKEY: Université de Trois-Rivières vs. Sir George at Loyola, 8 p.m.

## SATURDAY 6

CONSERVATORY OF CINEMATOGRAPHIC ART: Hitchcock's "I Confess" (Quebec City, 1952) with Montgomery Clift, Anne Baxter, Karl Malden and Brian Aherne in H-110 at 7 p.m.; "Psycho" (1960) with Anthony Perkins, Vera Miles, John Gavin and Martin Balsam at 9 p.m.

## SUNDAY 7

CONSERVATORY OF CINEMATOGRAPHIC ART: Hitchcock's "Notorious" (1946) with Ingrid Bergman, Cary Grant, Claude Rains and Louis Calhern in H-110 at 7 p.m.; "Dial M. for Murder" (1954) with Ray Milland, Grace Kelly, Robert Cummings and John Williams at 9 p.m.

MAIN LIBRARY: Open for study and circulation service from 10 a.m. to 6 p.m.



Cary Grant in "North by Northwest", part of the Conservatory of Cinematographic Art's tribute to Alfred Hitchcock December 4-8.

## SGWU ISSUES & EVENTS

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